

PINECREST ELEMENTARY

220 Northside Drive
Greenwood, South Carolina 29649

GRADES PK-5 Elementary School

ENROLLMENT 518 Students

PRINCIPAL Pearly Milton 864-941-5580

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Ms. Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	61	11	1	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Unsatisfactory	Yes
2004	Excellent	Good	Yes

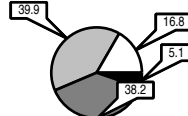
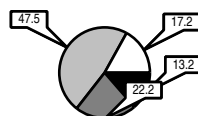
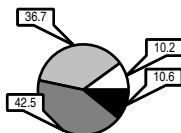
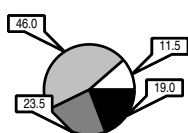
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	247	100.0	10.2	36.7	42.5	10.6	60.6	Yes	Yes
Gender									
Male	101	100.0	19.8	38.5	34.1	7.7	48.4		
Female	146	100.0	3.7	35.6	48.1	12.6	68.9		
Racial/Ethnic Group									
White	104	100.0	3.0	24.2	55.6	17.2	81.8	Yes	Yes
African-American	111	100.0	14.6	50.0	33.3	2.1	43.8	Yes	Yes
Asian/Pacific Islanders	17	100.0	18.8	25.0	25.0	31.3	56.3	I/S	I/S
Hispanic	13	100.0	23.1	46.2	30.8	0.0	30.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	191	100.0	8.5	33.9	45.8	11.9	65.0		
Disabled	56	100.0	16.3	46.9	30.6	6.1	44.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	247	100.0	10.2	36.7	42.5	10.6	60.6		
English Proficiency									
Limited English Proficient	23	100.0	27.3	31.8	18.2	22.7	40.9	I/S	I/S
Non-Limited English Proficient	224	100.0	8.3	37.3	45.1	9.3	62.7		
Socio-Economic Status									
Subsidized meals	113	100.0	17.7	51.0	28.1	3.1	37.5	Yes	Yes
Full-pay meals	134	100.0	4.6	26.2	53.1	16.2	77.7		

Mathematics - State Performance Objective = 15.5%									
All Students	247	100.0	11.5	46.0	23.5	19.0	59.7	Yes	Yes
Gender									
Male	101	100.0	13.2	47.3	20.9	18.7	56.0		
Female	146	100.0	10.4	45.2	25.2	19.3	62.2		
Racial/Ethnic Group									
White	104	100.0	5.1	27.3	37.4	30.3	82.8	Yes	Yes
African-American	111	100.0	19.8	61.5	12.5	6.3	39.6	Yes	Yes
Asian/Pacific Islander	17	100.0	0.0	50.0	18.8	31.3	62.5	I/S	I/S
Hispanic	13	100.0	15.4	76.9	0.0	7.7	23.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	191	100.0	6.8	45.8	24.9	22.6	66.7		
Disabled	56	100.0	28.6	46.9	18.4	6.1	34.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	247	100.0	11.5	46.0	23.5	19.0	59.7		
English Proficiency									
Limited English Proficient	23	100.0	9.1	59.1	9.1	22.7	45.5	I/S	I/S
Non-Limited English Proficient	224	100.0	11.8	44.6	25.0	18.6	61.3		
Socio-Economic Status									
Subsidized meals	113	100.0	19.8	61.5	12.5	6.3	34.4	Yes	Yes
Full-pay meals	134	100.0	5.4	34.6	31.5	28.5	78.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	72	100.0	5.0	20.0	45.0	30.0	75.0
	Grade 4	68	100.0	14.1	46.9	39.1	N/A	39.1
	Grade 5	79	100.0	25.7	47.3	27.0	N/A	27.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	80	100.0	7.8	26.0	42.9	23.4	66.2
	Grade 4	89	100.0	10.5	36.0	47.7	5.8	53.5
	Grade 5	78	100.0	14.3	50.0	34.3	1.4	35.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	72	100.0	8.3	26.7	40.0	25.0	65.0
	Grade 4	68	100.0	9.4	37.5	25.0	28.1	53.1
	Grade 5	79	100.0	25.7	36.5	21.6	16.2	37.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	80	100.0	10.4	54.5	27.3	7.8	35.1
	Grade 4	89	100.0	12.8	44.2	14.0	29.1	43.0
	Grade 5	78	100.0	10.0	44.3	28.6	17.1	45.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 518)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.7%	Down from 3.3%	2.7%	2.7%
Attendance rate	96.8%	Up from 96.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%		3.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%		2.8%	3.5%
Eligible for gifted and talented	18.5%	Down from 20.5%	18.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Up from 8.0%	8.2%	8.2%
Older than usual for grade	2.1%	Up from 0.8%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	57.1%	Up from 50.0%	54.0%	51.4%
Continuing contract teachers	88.1%	Up from 87.5%	91.2%	87.5%
Highly qualified teachers**	97.4%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	2.7%		0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 93.9%	89.5%	86.7%
Teacher attendance rate	92.9%	Up from 92.4%	95.0%	94.9%
Average teacher salary	\$40,489	Up 4.2%	\$41,189	\$40,760
Prof. development days/teacher	14.2 days	Up from 11.8 days	11.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.3 to 1	20.0 to 1	18.9 to 1
Prime instructional time	88.8%	Up from 88.5%	90.2%	90.0%
Dollars spent per pupil*	\$6,008	Up 2.0%	\$5,711	\$6,044
Percent of expenditures for teacher salaries*	65.9%	Up from 65.0%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 83.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year has been a wonderful year that included many changes. With the loss of teachers and instructional assistants due to budget restraints, several programs such as HOSTS (Helping One Student to Succeed) and our Science Lab were discontinued. However, everyone including parents, teachers, faculty and community members, worked together to provide quality educational experiences for all of our students.

Many opportunities were provided to help our students grow academically and artistically. Programs for students who needed additional academic support were held before-school and after-school. The before-school program was a result of a partnership between Lander University and our school. Enrichment opportunities included book clubs for grades 2 and 3. In addition, students participated in the chorus, performed in the Education Enrichment Program "In the Spotlight", and contributed to several service learning projects.

Staff development opportunities were varied and numerous for our teachers. All of our teachers participated in a course on using instructional strategies based on brain research to effectively teach students, as well as in book discussions on books written by Ruby Payne to help us understand children of poverty. In addition, teachers participated in courses and workshops on Balanced Literacy that will be implemented in grades K-5 next year. Three teachers were awarded National Board Certification and several others are working on advanced degrees.

Parental support continued to be strong at Pinecrest during this school year. Our PTO and School Improvement Council worked diligently to provide assistance and advice throughout the school year. The PTO provided teacher grants, instructional materials, and playground equipment. Our School Improvement Council took the initiative to complete a School of Promise application for our students that has earned our school the School of Promise Flagship status for 2004-2005.

Pinecrest Elementary is definitely a "great place to grow."

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	71	43
Percent satisfied with learning environment	97.5%	94.1%	90.2%
Percent satisfied with social and physical environment	97.5%	92.5%	92.9%
Percent satisfied with home-school relations	90.0%	95.8%	81.0%

*Only students at the highest elementary school grade level at this school and their parents were included.